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AN EXPERIMENT IN STATEWIDE DEVELOPMENT, THE INDIANA LANGUAGE PROGRAM.

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WITH A 1962 GRANT FROM THE FORD FOUNDATION FOR THE FIRST FIVE YEARS OF A COORDINATED 10-YEAR PROJECT DESIGNED TO EXPAND AND IMPROVE FOREIGN LANGUAGE INSTRUCTION IN THE STATE, THE INDIANA LANGUAGE PROGRAM (ILP) PROPOSED, WITH THE COOPERATION OF OTHER STATE AGENCIES AND INSTITUTIONS, TO UPDATE PROGRAM METHODS AND OBJECTIVES IN THE HIGH SCHOOLS AND TO EXTEND THE STUDY SEQUENCE AT BOTH THE HIGH SCHOOL AND COLLEGE LEVELS. THREE YEARS LATER, THE SITUATION HAD IMPROVED SO CONSPICUOUSLY THAT INDIANA ALREADY HAD A GROWING REPUTATION OF BEING PROGRESSIVE IN THE FIELD AND HAD BEGUN TO COMPARE FAVORABLY WITH NATIONAL NORMS IN ENROLLMENT PROGRESS. THE ILP PLANNED TO ACHIEVE ITS DUAL OBJECTIVES OF QUANTITATIVE AND QUALITATIVE IMPROVEMENT THROUGH A CHRONOLOGICALLY CONCEIVED SERIES OF ACTIVITIES. ONCE A GENERALLY FAVORABLE ENVIRONMENT IN THE STATE HAD BEEN CREATED IN WHICH ILP'S EXPANDED PROGRAM OF ACTIVITIES COULD THRIVE, IT BEGAN TO TRAIN LOCAL LEADERSHIP TO TAKE OVER EVENTUALLY MOST OF THE MANY NEW PROJECTS. IN THE FUTURE IT WILL CONCENTRATE ON SOLVING SUCH PROBLEMS AS TEACHER TRAINING, FLES, THE LANGUAGE LABORATORY, PROGRAMED INSTRUCTION, AND ARTICULATION IN A PROGRAM EXPANDED TO INCLUDE ALL LEVELS OF INSTRUCTION OF A PROGRESSIVELY INCREASING NUMBER OF TARGET LANGUAGES. IF ALL GOES AS PLANNED THE ILP HOPES, BY 1972, TO PHASE OUT OF THE TOTAL PROGRAM IN FAVOR OF LOCAL LEADERSHIP. THIS ARTICLE APPEARED IN "THE FLORIDA FL REPORTER," VOLUME 4, NUMBER 3, SPRING 1966, PAGES 7-8. (AB)

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AN EXPERIMENT IN STATEWIDE DEVELOPMENT THE INDIANA LANGUAGE PROGRAM

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Based on an address given at the General Meeting on the Foreign Language Program of the MLA in Chicago, 29 December, 1965.

In March, 1962, Indiana University received a grant of $650,000 from the Ford Foundation to make possible the first five years of a carefully planned ten-year pilot project designed to work in cooperation with various state agencies and institutions in expanding and improving foreign language instruction within the state. Conditions in Indiana at that time made it an unusually interesting site for such an attempt. There were two contrasting situations: on the one hand was the exasperatingly deficient position of modern foreign language instruction in our schools; on the other hand, there was a rather unusual concentration of human resources with a strong desire to bring about revolutionary changes. The University had already given clear recognition of understanding its direct responsibility to the schools by the appointment of a group of special subject-area coordinators who were assigned to work full time with the high schools throughout the state. The appointment of an FL coordinator was made as early as 1959.

The basic goal of the Indiana Language Program (ILP) was and is simple in concept and wording, but its implications have led us into every corner of the educational system of the state.

The goal was this: "By 1972 modern foreign language instruction with modern methods and objectives in every public high school, with an increasing number of schools offering four years or more of such instruction, and with every college boy and girl counseled to study foreign language, ancient or modern, for as long as possible."

The situation has already begun to change conspicuously. Instead of being among the few states at the very bottom of national surveys, Indiana is now earning a growing reputation for progress in foreign language. From the fall of 1958 to 1963, the total public high school population in the United States rose about 36%. In Indiana this increase was about 33%. In this same period, for the nation as a whole, foreign language enrollments rose about 81%. The comparable figure in our state showed a rise of 107%. When we consider *modern* foreign language enrollments during this period the national increase was 114%. The comparable figure in Indiana was 212%. Significantly, the heaviest growth has occurred since 1962.

From 1962 to 1964 the number of public high schools teaching no modern foreign language fell from 208 to 102. The number of schools offering *no* foreign language, ancient *or* modern, fell to 21. On the national scene in 1963, 79.4% of all high schools offered some foreign language instruction. In Indiana it was 93.8%.

The situation is now such that only 1% of our total high school population attend schools where no foreign language is offered and only 4.2% are in schools which offer no *modern* foreign language. Lest we become too impressed, however, the fact remains that the 1964 figure of 28% of the high school population enrolled in foreign language classes still fell under the national average by several per cent. We have come a long way in a short time, but we still have a long way to go.

Additional necessary and important growth has taken place in foreign language teacher supply. One of the most interesting and most effective means for increasing the supply has been a year-long Cuban teacher training program conducted at Indiana State University in Terre Haute with the cooperation and support of the Indiana Langauge Program, the U.S. Cuban Refugee Program, and the State Department of Public Instruction. Almost 100 licensed Spanish teachers were added to state schools in two years through this means. In addition, a recently completed study of student teachers of modern foreign language shows phenomenal growth in the number of prospective teachers in the last three years. Between the school years of 1947-48 and 1960-61, the annual number of student teachers in all modern foreign languages at I.U. was about 15. In 1962-63, the first year of the ILP operation, there were 33 modern foreign language student teachers being prepared at the University, and in the school year '64-'65 there were a total of 105 foreign language student teachers. This means that during the past two years there were more modern foreign language teachers trained at the University than in the previous *15 years!* Forecasts for the coming year show that the number has grown again to 138. This same general tendency has been noted at other institutions throughout the state.

Another encouraging sign is that a significantly higher proportion of *superior* students are embarking on careers in foreign language teaching. The fourth year of our scholarship-incentive program produced so many applications from superior students that more than 50% of those who applied would have been qualified to be winners in the previous year's competition.

The significance and implications of this trend for the future of foreign language teaching in the country cannot be missed. In addition to the high scholastic background which these young people are bringing to the teaching profession, about 50% of the students coming into teaching through our scholarship-recruitment program have participated in the Indiana University *high school* honors program for foreign language students. This means that they have studied in a highly selective and intensive language program in France, Germany, or Mexico during the summer following their junior year in high school. The language ability of these students ranks them among the finest.

The gap in numerical progress is beginning to close, but quantity is not so important to our goal as is quality. It is the matching of these dual objectives which has produced the complexity of the ILP task and which forces all to take a long view. Everything cannot be accomplished simultaneously nor can such a variety of tasks be undertaken in haphazard

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Chief works: **Learning Spanish the Modern Way** (co-author), "Laboratory Manual" (with tapes) of **El Espanol al Dia, The School Foreign Language Program** (for future publication).

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order. The ILP early became aware of these hard facts and has tried to base the chronological development of its program on a carefully conceived progression.

The initial emphasis of the ten-year program was on broad communication and on the development of a favorable environment in which the project goals might eventually thrive. Several long-range programs involving a wide range of people were established, and a start was made on the problem of teacher recruitment and in-service education.

In the early stages of the development of the project a campaign for public information concerning the problems and goals seemed essential. This campaign was conducted through the press, radio, television, by person to person contact and by an intensive program of school visitation with the cooperation of the State Department of Public Instruction.

The *second* year, emphasis was on the broadening of this base. *Involvement and cooperation* became key words, with various institutions, groups, and committees from all parts of the state playing a stronger role. Additional activities of a long-range nature were initiated. Still the number and kind of problems were kept within manageable limits.

The *third* year was devoted to further broadening of state-wide activities with the primary objective now the encouragement and development of local leadership and initiative.

Now in the *fourth* year of our program, we are able to begin to pull back on many fronts where developing local leadership has not only taken over many projects which the ILP helped to establish but has now seized the initiative and is developing its own local projects for improvement and expansion of language instruction.

Much of the time during the *fifth* year will be devoted to "problem solving" with concentrated attacks on such areas as teacher training, FLES, the language laboratory, programmed instruction, and total articulation among and between the schools and colleges. This last-mentioned topic is one of top priority. The gaps in communication and cooperation between elementary school and high school and between high school and the college result in many frustrating roadblocks to the total preparation of students in the foreign language field. The ILP has only begun to approach this problem on a state-wide basis.

In order to provide an overview of some of the kinds of activities which the ILP has found useful in approaching its goals, we should like to offer a quick check list representing various directions taken during the past 42 months. The list is in no special order and implies no special emphasis. 1) Intensive institutes for high school teachers of French, German, and Spanish. 2) Support of the Cuban Refugee Training Projects to produce additional Spanish teachers for the state. 3) A scholarship incentive program to encourage our best young people toward careers in foreign languages (including Arabic, Chinese, Japanese, Hebrew, and Korean). 4) Support of in-service training in short, intensive workshops, in collaboration with the State Department of Public Instruction. 5) Two seminars for college teachers of foreign languages—one state and one nationally oriented. 6) A program of summer study abroad for foreign language teachers, with a total of 60 participating teachers. 7) Preparation and dissemination of pamphlets, leaflets, etc., containing information of importance to FL teachers, and support of the state foreign language newsletter. 8) The developmental support of research projects in language instruction and in basic language research. 9) Surveys and statistical analyses of foreign language teacher situations in the state—including the establishment of an IBM file. 10) The cooperative publication and distribution of FL Teachers Directories in conjunction with the State Department of Public Instruction. 11) The introduction of Chinese at the high school level in Indiana and the consequent development of new teaching materials. 12) The support of national conferences on modern language learning in cooperation with Purdue University. 13) Special institutes or conferences for critic teachers, methods teachers, department chairmen, and supervisors. 14) Cooperative meetings and publications with the Indiana Personnel and Guidance Association and the Association for Supervision and Curriculum Development.

These are a few of the on-going programs which we have found helpful in approaching the solution of our problems.

The program for 1966 through 1972 will include projects for all levels of instruction with a progressively increasing number of languages being brought into the target area. Among the projects many feel essential to continued progress in Indiana are these: the improvement of foreign language teacher training at the college level; the initiation of a long-range program to provide direct assistance to the over-all FLES program; the expansion of a regional conference series with emphasis on evaluation and testing, and the development of curricula; a visiting consultant service which would supply experts in various areas, not only for state meetings but also for campus and school seminars; further identification of local leadership in each of ten designated geographical areas of the state, with effective support for operation of local projects; initiation of supervising (critic) teachers' meetings in the ten conference areas; inauguration of seminars for methodology teachers from the 20 institutions which prepare the majority of foreign language teachers in the state of Indiana; the planning of a series of conferences and the subsequent publication of specific documents relating to the *pedagogical* use of language laboratories; the development of plans for continuation of the foreign teacher training program on a long-range basis; and the establishment of a *cooperative* undergraduate summer institute to serve the many smaller colleges which prepare foreign language teachers.

We believe that by 1972, if foundation support is continued, the ILP will have served its purpose in more than one way. The organizational momentum and professional team work developed through the efforts of the many cooperating institutions and organizations will help to keep foreign language teachers on the "cutting edge" of curricular advancements, and many projects will have become self-supporting and self-generating. The ILP will then phase out its work with the assurance that local leadership will take up where the program ends.